

# *Central Primary School*



## *Feedback Policy*

## Our motto: Children are Central.

### Introduction

We believe feedback, marking and assessment helps pupils to learn and supports them in improving their work, learning and attitudes. There are many different ways teachers and pupils can give and receive feedback. This policy discusses feedback in terms of core feedback that will be recorded in pupils' books and additional methods of feedback that provide pupils with support in their learning. All feedback will be a balance between the incisiveness of the feedback for pupils and the workload it generates for teachers

### Aims

We offer feedback and academic guidance in order to:

- Gauge their understanding of their learning, identify misconceptions and help them overcome barriers to concepts, skills and knowledge;
- Help pupils progress in their learning;
- Develop their presentation and handwriting;
- Give them a clear understanding of how they are progressing in their learning, where they have been successful and how they can improve in the next session and over time;
- Assess how pupils are achieving (in a lesson and overtime);
- Provide corrections to mistakes e.g. spelling, punctuation, grammar and content;
- Support pupils' self and peer assessment.

### Core Feedback

- **Verbal Feedback:** Teachers will use verbal feedback throughout their teaching. This will be through their conversations about learning to develop pupils thinking and extend their understanding. *There is no expectation that verbal feedback will be recorded, but it will be evident from spending time in any lesson, across all subjects.*
- **Review of learning (All subjects):** Teachers will review the learning of pupils before, during and after each lesson. The information of this review will be used to develop the next lesson's learning for a pupil. When a teacher reviews learning they will make piles of books for the group so it is clear who has obtained the expected learning, who is nearly there and who requires additional support.

There is no need for teachers to record interactions that have happened through discussion or practical tasks. Photos of learning undertaken practically **are not required to be stuck** in books as evidence of learning.

The school subscribes to Tapestry, which is an assessment profile app. This allows teachers to share securely the work and learning pupils are making in their classes with parents and carers. This is where any photos or sharing of learning is encouraged to promote wider understanding of learning at home.

The teacher determines which learning is to be marked, reviewed, self/ peer marked or teacher marked. All writing, where pupils construct sentences independently, should be marked. Written reviews of learning are not required unless there is a need to respond to a child due to the bullet points in written feedback.

### Written Feedback

- **Written Work (All subjects):** All writing pupils complete will be marked by the teacher. This will be across all subjects. Writing is marked in a corrective way to support pupils in the development of their understanding of grammar, punctuation, sentence construction and composition. *Writing should be marked within 5 school days of completion and before the next lesson of any given subject.*
- **Presentation (All Subjects):** Where feedback is needed on presentation and handwriting teachers will identify this verbally or in the pupil's book. *Presentation related marking should be completed as soon as possible and before the next lesson of any given subject.*
- **Maths:** All questions will be correctively marked in Maths books. Pupils' questions will be marked with a tick if correct and if any question is incorrect, a cross or a dot will be used.

Extensive written comments are not required in Maths books as the expectation is that any misconceptions will be addressed within the next Maths lesson and this will be evident from pupils' work.

- **Learning Objective/ Intention Feedback (All subjects):** Work will be reviewed by the teacher in relation to the learning objective/ intended learning for the lesson. Notes that will inform the next lesson will be taken by the teacher to input into their preparations for the next lesson. There is no need to record this review in pupils' books, as a well prepared slide for the next lesson will have more impact than individual comments in books. Their work showing progress will evidence their learning and reviews overtime. *All learning should be reviewed prior to the next lesson in a subject and within 5 school days of completion.*

### Additional Written Feedback Clarification

The following information relates to specific subjects within the school's curriculum and how the feedback in these subjects will be shared with pupils.

- **Art & Design:** In Art & Design lessons pupils work will be marked frequently in response to the learning objectives. In these lessons learning is likely to be over a number of lessons so work will not be marked until the objectives have been completed but learning will be reviewed after each lesson by the teacher. In these lessons, a specific success criteria model will be used to support marking. *Art & Design work should be marked within 5 school days of completion of the objective and before the next lesson where an objective has changed.*
- **Languages, Science, Humanities (History, Geography and RE):** Teachers will consider what work needs to be reviewed and or marked. Teachers will plan for work to be reviewed by them, peer or self-marked by pupils and work that will be correctively marked by teachers. This marking will be planned in advance and teachers will have a clear understanding on what they are marking and why. Written work will be marked correctively if it is independent work.

**In all books, extensive written comments should be avoided.** Feedback should focus on being incisive and designed to correct and develop pupils learning and presentation skills.

### Marking Codes

The symbols detailed in the table below are symbols that we use in marking children's work. This is not an exhaustive list and from time to time other symbols may be used.

Marking Symbols for English and English based subjects	Meaning of symbol	Marking Symbols for Maths	Meaning of symbol
//	New paragraph needed	✓	Correct
____sp	Spelling mistake	X	Incorrect
~~~~~	Meaning not clear	.	Incorrect work where many answers are incorrect
□	Inappropriate use of word	S	Supported work
○	Punctuation missing/ including full stops and or capital letters		
<del>Word</del>	Duplicated or unnecessary word		
^	Word missing		
S	Supported work		

### Principles of Marking and Feedback

There is a huge variety of ways in which feedback can be given. The following section relates to the written academic guidance of subjects that have exercise books in school and is a set of guidelines to support effective practice across the school.

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts and achievements made by the child.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

- Marking should always be clear and legible so that pupils (particularly in KS2) can read their feedback. Where children are unable to read feedback, it is important to give this feedback verbally during lesson time.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Highlighting may be used to draw pupil's attention to aspects of their work where it is appropriate to do so (e.g. highlighting the effective use of linking phrases in Upper KS2 in their extended writing/ highlighting adjectives in KS1 work/ linked to the focus of the learning objective/ intention)
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- In order to encourage a positive response, all development comments should be phrased as a constructive statement on how to improve (e.g. Can you add adjectives to describe your nouns? For example, the **black, old** cat)
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work allows children to identify where they have a development need and can support their understanding of misconceptions.

### **Equality**

In accordance with the Equality Act 2010 we seek to:

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

### **Monitoring and review**

This policy should be read in conjunction with the school's policies assessment and curriculum subjects. It should be reviewed every two years.